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FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, A GUIDE FOR ADMINISTRATORS, TEACHERS, AND PARENTS.

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SUGGESTIONS FOR ESTABLISHING AND MAINTAINING A FLES PROGRAM (FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS) ARE GIVEN. THE GUIDE EXAMINES THE CONSIDERATIONS AND PRINCIPLES THAT ARE IMPORTANT IN PLANNING THE PROGRAM, AND DISCUSSES OBJECTIVES, BASIC ASSUMPTIONS ABOUT LANGUAGE LEARNING, RESEARCH IN FLES, AND THE ROLE OF THE FLES TEACHER. INCLUDED ARE LISTS OF REPRESENTATIVE FLES TEACHING TECHNIQUES, CHECKLISTS FOR EVALUATING THE PROGRAM, AND A BIBLIOGRAPHY OF TEACHER REFERENCES, RESEARCH MATERIALS, AND INSTRUCTIONAL MATERIALS FOR FRENCH, GERMAN, AND SPANISH. (AM)

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A Guide for
Administrators, Teachers, and Parents

WILLIAM E. WILSON
State Superintendent of Public Instruction

1964

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The authors of this Guide are the members of the STATE ADVISORY COMMITTEE FOR FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, State Department of Public Instruction, State of Indiana. Members of this Committee are:

Earle S. Randall, *Chairman*
Dept. of Modern Languages
Purdue University
Lafayette, Indiana

Edith Allen
Indianapolis Schools
Instruction Center
1644 Roosevelt Avenue
Indianapolis, Indiana

Mabel L. Hamman
Resource Teacher
SWIETVC
405 Carpenter Street
Evansville 8, Indiana

Georgina Hicks
Dept. of Foreign Languages
Ball State Teachers College
Muncie, Indiana

Estela Ogan
M.S.D. of Lawrence Twp.
7433 E. 56th Street
Administration Office
Indianapolis 26, Indiana

Charles Parnell
Dept. of Modern Languages
Notre Dame University
Notre Dame, Indiana

George Smith
Director, Indiana Language Program
101 Lindley Hall
Indiana University
Bloomington, Indiana

Marian Walter
Dept. of French and Italian
625 Ballantine Hall
Indiana University
Bloomington, Indiana

EX-OFFICIO:
Clemens L. Hallman
State Foreign Language Supervisor
Department of Public Instruction
227 State House
Indianapolis, Indiana

FOREWORD

In view of the present position of the United States as a world power, the American people can no longer afford linguistic isolation. Americans have been slow to recognize the importance of modern foreign languages as an integral part of their children's education because, historically, the United States has been able to develop into a strong nation without having to co-operate closely with the rest of the world. This period of national development, however, is past. Our destiny now depends in a large measure upon our ability to understand, to influence, and to co-operate with other nations.

Mastery of a second or third language is becoming increasingly important to us as a nation and as individuals. Mastery of a language is most effectively and easily accomplished when use of it begins at an early age. We must provide competent teachers of languages for elementary students. Present elementary teachers should be encouraged to study languages in the summer institutes sponsored by the United States Office of Education or in summer or evening courses at other institutions. Young people now training themselves to be elementary teachers should be urged to add competence in a language to their array of skills.

Parents today realize that their children require a different kind of education in such subjects as science and social science from that which they themselves received. Similarly, their children have a need for a knowledge of modern foreign language which many of the parents have never known.

As American educators consider realistically this nation's role in the world of tomorrow, they recognize that a knowledge of a modern foreign language will be one of their students' most valuable skills. The option of including modern foreign languages in the *total* public school curriculum or excluding it no longer exists.

EDGAR B. SMITH
Assistant Superintendent
for Instructional Services

INTRODUCTION

FLES is a new word for an old concept: Foreign Languages in the Elementary School. Before World War II only a handful of schools offered a foreign language in the grades; now an estimated two million or more children in grades one to six are learning a foreign language, about four times as many as there are college students of languages.

In the state of Indiana, there are about 100 school systems involved in this foreign language teaching at the elementary level. Of these, 75 depend on educational television to provide most of the teaching. A large number of the programs are for one year only.

In the last ten years, experience has led to some very generally accepted FLES fundamentals: desirable aims and objectives; best teaching procedures to attain them; the most effective types of instructional programs; the most successful kinds of teaching materials. This booklet endeavors to present FLES principles succinctly and to offer suggestions for initiating or continuing a FLES program. It especially addresses itself to the crucial problem posed by the shortage of qualified FLES teachers, and it offers a selective list of references for further information and of available teaching materials. In this booklet FLES is taken to mean foreign language instruction in the grades K-6.

Several groups of people have a part in making FLES work successful. The interest and enthusiasm of administrators, teachers, and parents are essential to worthwhile achievement. It is therefore to these groups in particular that this booklet is addressed. An effort to answer two questions has guided its composition: (1) What will best serve the special needs of Indiana schools? (2) What materials and information, already available, can confidently be recommended? In respect to the second question, it has seemed unnecessary to attempt to produce a syllabus or course of study, since several excellent ones are now on the market. (See Materials List at the end of this Guide.)

In addition to studying this Guide carefully, administrators and teachers who are considering starting a FLES program should: first, consult the State Foreign Language Supervisor, 227 State House, Indianapolis, Indiana 46204; second, visit schools like their own which already have successful FLES programs, discuss them, and get advice.

GENERAL ASSUMPTIONS ABOUT LANGUAGE AND LANGUAGE LEARNING

BASIC PREMISES: Any language consists of an arbitrary system of sound and arrangement contrasts used by a society for communication. The language of a society can be recorded and preserved by an arbtirary set of graphic symbols called writing.

AXIOMS:

1. There are two basic *skills* required for the use of any language: the ability to recognize the sound and arrangement contrasts of the language and the ability to produce them automatically.

2. To acquire skills is to acquire habits. A habit is formed by repeating an act until it becomes automatic.

3. Some of the sound, arrangement and cultural habits of the mother tongue are similar to those of the foreign language; others are in conflict. Similar habits are easily transferred; conflicting habits cause interference and necessitate special repetitive training.

4. The ability to recognize the sound and arrangement contrasts of a language is a listening skill; the ability to produce them is a speaking skill.

5. The listening skill must precede the speaking skill and must be taught, but it is retained longest of all language skills.

6. Reading and writing are further skills related to and depending on the two basic skills; their acquisition should therefore follow that of the spoken language.

7. The four skills, listening, speaking, reading, and writing, although interrelated, constitute separate areas of special training.

8. Since sounds and words are normally not used in isolation to communicate ideas, they should not be so practised. A limited number of words should be acquired, but they should always be learned and practised in context.

9. "A person has 'learned' a foreign language when he has . . . first, within a limited vocabulary, mastered the sound system (that is, when he can understand the stream of speech and achieve an understandable production of it) and has, second, made the structural devices (that is, the

basic arrangements of utterances) a matter of automatic habit." Charles C. Fries, TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE. p. 3.

AIMS AND OBJECTIVES OF THE FLES PROGRAM

AIMS: The first aim of the FLES Program is to teach a foreign language. Although the study of the foreign language is to be a pleasant experience, is to help establish favorable future attitudes toward later language study, and may bring about greater understanding of persons of another language and another culture, essentially the FLES sequence must enable the students, within a limited vocabulary, 1) to master the sound system of the foreign language (understand it as spoken at normal rate by a native speaker and speak it acceptably), and 2) to make the use of its basic structures a matter of automatic habit. If, at the end of the FLES Program, the students have reached this point, they have acquired a basic knowledge of the foreign language.

A further aim of FLES, given a sequence of sufficient length, is to broaden the language already learned by adding the further skills of reading and writing, along with more extensive vocabulary, greater awareness of cultural context, and some secondary or alternate patterns. With the achievement of these two aims, the FLES students will have completed the First Level of Language Learning.

OBJECTIVES: Following are suggested objectives for each year of a four-year program which might, for example, lead from the third grade to Junior High. Exactly how much can be achieved depends, of course, on many elements: the starting age of the children, their ability, the ability of the teacher, the frequency and duration of the class meeting, the techniques and materials used, the size of the group, the language studied, the school and community attitudes—to mention only some of the factors involved.

By the end of the *first year*, in an average third grade meeting daily twenty to twenty-five minutes, one could expect working with a total of only about 150 vocabulary items to accomplish the following results:

(a) the ability to understand and produce the complete sound system of the foreign language, including correct rhythm and intonation.

(b) the ability to understand and, with proper stimulus, to use the forms of the present of a number of regular and irregular verbs in declarative and interrogative statements, affirmative or negative, the imperative of verbs, nouns both singular and plural, descriptive and possessive adjectives with their agreement and placement, a number of prepositions, some interrogative pronouns, personal pronouns.

(c) the ability to understand and use greetings, expressions of politeness, a limited number of games and songs chosen for their language teaching value.

In general, during this first year the stress will be on *comprehension* which may be shown by non-verbal or brief verbal response, particularly for the very young who are accustomed to showing comprehension in this manner. It is a year in which speaking is mainly *imitative.*

During the *second year,* verbs, pronouns, possessive adjectives are added, as are the forms of verbs needed to speak of the past, personal pronouns used as objects of verbs and of prepositions, and demonstrative adjectives. Vocabulary may be aproximately doubled. Additional games, songs, and simple stories are presented. The stress shifts to production of elicited oral responses. Substitution is used more than simple imitation.

In the *third year,* there is some further structure and vocabulary development, retaining the old, but supplying new items which correspond to the present interests of the children and to the content of the general curriculum. Some form of the future may be presented. Use of pronouns should now include the frequently used relatives. The pupils may be encouraged to observe the structures of the language, although no formal rules are given. The visual presentation of thoroughly known material should be started. The work of this year should lead to controlled self-expression. By the end of this year, pupils should have begun to learn to read what they can say.

The *fourth year* should continue to develop control of the spoken language and afford constant re-entry of earlier acquisitions, should bring more extensive reading for meaning, and a simple stage of guided writing (copying and completing). There will be an extension in vocabulary and in observation and use of structures. There is less frequent

use of games and songs, although these can continue for interest and for reinforcement purposes.

GUIDELINES TO A SUCCESSFUL FLES PROGRAM

1. *What is FLES?*
   FLES is a planned, coordinated, regularly-scheduled program for teaching the first level of language learning in the elementary schools. (Grades K through 6; grades 7 and 8 are considered in the secondary level.)

2. *When should the FLES program begin?*
   Indications are that the third grade is the optimum point to start FLES, since the child is normally at the height of his second language learning ability at that age. He has already become firmly established in the language skills of his mother tongue, in his social group, and in school. The program can be started earlier or later, but in any event, provisions must be made for continuity and for articulation with subsequent language study.

3. *For whom is the FLES program?*
   The study of a second language, like language arts and arithmetic, should be an integral part of the school program. As such, it is offered to all. As in other subjects, there will be different levels of achievement, but anyone who can speak one language can learn another and, in our day, there is no assurance that only the most intelligent or only the highest achievers will later need a mastery of a foreign language. All should continue through the FLES program; any selection should come at the beginning of grade 7.

4. *Who is to teach FLES?*
   Optimum results are obtained by a specialist teacher, with native or near-native control of the language and adequate professional training. If such FLES specialists are not available, or cannot be obtained in sufficient number so that they can, with a reasonable teaching schedule, meet all classes frequently, then the best possible use must be made of TV instruction, provided that a good program, consonant with the aims and techniques of FLES, is available. In general, attempts at direct

teaching of FLES, either by an inadequately trained classroom teacher or by another person lacking sufficient language or professional training, is to be discouraged.

5. *What qualifications are necessary for a FLES teacher?*
Either the FLES specialist teacher or the TV teacher, in addition to a high degree of proficiency in the foreign language and its culture, needs an awareness of applied linguistics, knowledge and practice in FLES methods and techniques, a solid general background in elementary school teaching, and a love and understanding of children, their development, and their interests.

6. *Is Television an effective means of teaching FLES?*
FLES is being taught and taught well by television. Effective television teaching does not mean simply placing a set in the classroom to be turned on at the beginning of the program and off at the end. A good program must be available and thorough follow-up must be given in the classroom, either by the regular teacher or by a specialist (particularly in the third and fourth years). Careful research at the University of Illinois has shown that, although results are greater with a specialist teacher in the classroom, satisfactory achievement can still be obtained through the use of television, provided that the classroom teacher, even though previously untrained in the language, affords the necesary follow-up under careful supervision. Even the finest teaching by television can fail if adequate provision is not made for mandatory in-service teacher training on the use and follow-up of the television instruction.

Television, well-used, is certainly superior to poor teaching by untrained "specialist" teachers. Since the supply of qualified FLES teachers is now very low, many school systems would be well-advised to make use of a good TV program, with planned follow-up in the classroom by informed non-specialist classroom teachers. Classroom teachers with previous skill in the foreign language may develop into excellent FLES teachers through observing and following the methods and techniques used on the program. Others may be led to avail themselves of opportunities, such as the NDEA Insti-

tutes, as a means of increasing their own skills and knowledge and becoming competent FLES teachers.

7. *What is the difference between FLES and a beginning language program in junior or senior high?*
Since any language program must be adapted to the capacity and interests of the learner, there are differences between FLES and later language learning, corresponding to differences between grade, high school, and college students. FLES takes full advantage of special capacities which young children have for imitating, repeating, and assimilating the system of a foreign language, with a minimum of interference from the mother tongue. Techniques used in teaching include activities specially adapted to the psychological, physical, emotional, and intellectual development of the children. Content corresponds to the interests and development of the young learner, with less conflict between relatively sophisticated interests and the simplicity imposed by linguistic limitations. FLES proceeds at a slower rate, with a greater total number of shorter contacts and, while developing the same skills of listening, speaking, reading, and writing, affords a greater, more perfect, and more permanent mastery, particularly of listening and speaking.

8. *What language should be taught?*
One language is not superior to another purely as a language. The choice of the language may depend, at least in part, on the second language actually spoken in the area, the wishes of the parents, or community interest. In general, however, one would recommend a language of world importance or significance, for which qualified teachers and acceptable materials are available, and the study of which can be continued in high school and college. Exotic, rare, or critical languages can best be learned by starting them in the grades, but a FLES program should not be initiated in such a language unless provisions can be made for its mastery through a sufficiently long, well-taught sequence. Except for very large systems, which can offer more than one foreign language in every school, a community should choose one language, in order to facilitate school transfers and

in order to achieve one well-planned, thoroughly integrated program.

9. *How should FLES classes be scheduled?*
The FLES periods should be provided as a regular part of the school schedule. Frequent contacts limited to the rather short attention span of the learners produce the best results. Particularly in the first years, daily periods of 15 to 20 minutes are most desirable; three such periods per week are a minimum. In the later years of the FLES program, the increased attention span of the older children, and the addition of reading and writing activities indicate somewhat longer periods.

10. *What is the role of the administrator?*
While teachers, parents and community groups can and often do urge the establishment of a FLES program the school administrators are, in fact, solely capable of and responsible for its initiation. The administrators must be aware of the advantages, the aims, the requirements of FLES. They alone can provide the necessary materials, assure proper scheduling, planning, supervision, and evaluation. As in any field for which they are responsible without being an expert in it themselves, the administrators must seek information and advice from experts in the field, locally, in the state, and particularly from the State Foreign Language Supervisor.

11. *Should the FLES Program be called "experimental"?*
Sufficient evidence is now available to show what FLES can accomplish; effective techniques have been evolved and described; materials have been prepared; and guidelines have been established for evaluation. "Experimental" should not be used to hide inadequate understanding of aims, insufficient planning and coordination, use of ill-considered materials, and teaching by amateurs or badly prepared teachers. If a program is termed "experimental" it should indeed be so, investigating in a well-controlled, scientific manner some precise point connected with language teaching in the grades.

12. *What materials should be used?*
Materials for FLES is flooding the market, some good and some very bad. Before any is chosen it should be

carefully considered in the light of the modern principles of second language teaching and the specific aims and objectives of FLES. Critical bibliographies such as the *MLA Selective List of Materials* and the Keesee *Reference on Foreign Language in the Elementary School* (See Materials List at the end of this Guide) should be consulted. Further information is available from the State Foreign Language Supervisor and from members of the State FLES Advisory Committee.

Unless the FLES teacher is a true expert in the field, has a good deal of time at his disposal, has checked everything in the field and found it wanting, he should not now prepare his own materials. It is true that every teacher must modify and adapt available materials to make them correspond to his own teaching manner and to the particular needs of his class. However, at present, acceptable materials, guides, and manuals are on the market and more are constantly appearing so that for most teachers it is best to use what is available instead of launching out on an impossible task for a non-specialist.

13. *How can community resources be used?*
The community can give very strong moral and even financial support to the FLES program. The FLES teacher should discover what the community resources are and take advantage of them. Native speakers having the cultural heritage of the language can be used, but strictly in controlled situations consonant with the aims and techniques of the FLES program. In the absence of an adequate number of well-trained FLES teachers, native speakers living in the community can be used, but *only* after they have been given specific training in the aims, methods, and techniques of the American elementary schools and of FLES. With this training, they frequently do develop into excellent teachers at the elementary school level.

14. *What can parents do for FLES?*
Through the PTA or through special meetings with the parents, the aims and objectives of the FLES program, its techniques, and the results which can realistically be expected should be carefully explained. Everything pos-

sible should be done to encourage a favorable attitude on the part of the parents, since their opinion directly affects the attitudes and achievement of the children. On the other hand, parents should be strongly advised against independent work with their children, against the purchase of books, records and other material without consulting the FLES teacher, and against expecting unrealistic results in a short time.

15. *What causes failure of FLES programs?*
Not FLES, but poor attempts at FLES, have brought about quite a number of failures in programs. Those which failed did so mainly because of lack of understanding of language and second language learning, ignorance of the aims and techniques of FLES, lack of planning, lack of continuity and articulation, lack of trained teachers, failure to follow-up TV instruction effectively, poor choice of materials, insufficient time, inadequate supervision, lack of administrative support, play rather than language instruction, fadism, illusions and belief in language miracles.

16. *What is the most pressing need in FLES?*
Teachers. Until an adequate supply of completely competent teachers can be trained, programs with specialist teachers simply cannot exist in all schools. In the meantime, and this may be for a good long time to come, mass means of teaching, such as good TV language instruction programs with trained follow-up, will, of necessity be used. *But, immediate steps must be taken by teacher training institutions to set up curricula for the training of FLES teachers; provisions must be made through work-shops and in-service training to give special training in FLES to teachers otherwise prepared. FLES is a part of the American school; truly adequate professional teachers must be prepared for it if its benefits are to be extended to all.*

FLES—THE EARLY START

A good many myths have been circulated concerning FLES, but many facts have been dismissed with the statement that there is no "real" evidence in its favor. This is not the case today; there is bona fide experimental evidence in favor of starting foreign language study at an early age.

The missing catalyst has been the collection and presentation of this evidence. The preponderance of evidence—both in new or continued research and in re-examination of old data —only serves to strengthen the facts and to dispel the myths.

First, let us consider the facts. As early as 1953, Dr. Wilder Penfield, Director of the Montreal Neurological Institute stated: "Physiological evolution causes the brain to specialize in the learning of language before the ages of 10 to 14. After that, gradually and inevitably, it seems to become rigid, slow, less receptive. In regard to this function, it is soon senescent."[1] Far from withdrawing from this conclusion, by 1959 Dr. Penfield pleaded the urgency of beginning foreign language study by age 8. Dr. Max Kirch's studies at the University of Delaware found that success in foreign language study was inversely proportional to the age of begining studies. Professor Roman Jakobson, among others, in studying aphasia, found that the earlier one acquires comprehension and production control, the more enduring his memory becomes, thus, pointing to the economy of early learning. These and other studies have made it possible to state the age at which the child has mastered the complete structure of his own language so that it will not be disturbed, but rather enriched, by coordinate learning of a separated system. This is found to be usually between six and eight years of age.[2]

The experiments at the University of Illinois and the University of Chicago, as well as the Ohio State Report, have proved that individuals have varying amounts of talent for foreign language learning just as they do for music and the

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[1] Wilder Penfield. Address delivered to the American Academy of Arts and Sciences in Boston, Mass., 1953. In 1959 he stated: "Pronunciation is essentially an imitative process. Capacity for imitation is maximum between 4 and 8. It steadily decreases throughout later childhood." Professor Max Kirch of the University of Delaware carried on FLES research in German to help determine the optimum age for beginning. He found, in general, that later success is inversely proportional to starting age.

[2] John B. Carroll (Harvard Psycholinguist), "Language Development of Children," *Encyclopedia of Educational* Research (New York 1960). Roman Jakobson. "Aphasia as a Linguistic Problem," *On Expressive Language*, H. Werner, ed. (Worcester, Mass., 1955) p. 70. Such studies have helped determine the order in which various phases of language learning occur and to assure us that the earlier learned, the more permanently retained.

other arts and sciences.[1] It is imperative that such talent be discovered early in order that these children may become skilled in both the common and the critical and seldom-studied languages which have become so important to government.

Such early isolation of talent has long been recognized as a factor of lifetime success. It permits better guidance in secondary course work and an earlier career orientation. This is one factor which can fight the drop-out problem. In a recent Peace Corps Group, two high school drop-outs were among those who made the greatest progress in French. They have since begun to learn Arabic on location.[2]

Most students need more than the high school years to become proficient in a second language. With a good FLES background, they can use the foreign language in high school and college. It is impractical for college students to be struggling for hours every day of their valuable college years doing what they could have done more efficiently in childhood. It is lamentable that information in many books and articles in the library is not available to them because they do not possess a foreign language.

In Somerville, New Jersey, research records prove that the extra time given to FLES did not detract from gains on achievement tests.[3] In Union County, New Jersey, research by the Educational Service Bureau of Temple University strengthens this opinion.[1] Other research, as well as teachers' observations, points in the same direction.

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[1] Paul Pimsleur, et al. The correlation between deficiency in talent and lack of motivation is noticeable at high school age. Pillet and Dunkel. A five-year evaluation of feasibility of FLES agreed with the Illinois finding that talent is a varying factor and that those children who began in the third grade continued to have an advantage which justifies the longer sequence.

[2] This was a Peace Corps Group composed of construction workers, mechanics, architects, and teachers with formal education varying from 8th grade to M.A. Reports from Tunisia over a year later are very satisfactory.

[3] Somerville's experiment over thirteen years (on contract with the U.S. Office of Education) reports no deleterious effect on other gains in achievement and "both teachers' marks and CEEB scores support FLES continuation." Report 1962

Perhaps the myths about FLES have been stronger deterrents to its progress than has ignorance of the facts. Although for several years adequate materials for teaching and in-service development have been available, schools have not profited from them because of the myths and bugbears.

Early data evinced to prove that learning a second language is deleterious to intelligence[2] have been re-examined with the following results:

1. It was found that the studies involved used students whose *second* language was English, and the tests were administered in the *second* language which had not been taught by respectable *second* language methods.

2. Almost all subjects were of the variety whose home language was not English and whose school-time superficial contacts were the limit of their English usage.

All subjects also reflected the effects of poverty, segregation, and prejudices which have a reductive effect on language learning alike for nonlingual and bilingual culturally-deprived children.

Within the last ten years a more scientific approach has neatly isolated the errors and fallacies of this type of "thesis proving" and supplanted them by more exact and inviolable experimentation.[3] This points rather to intellectual benefits of bilingualism than to any dangers.

In summary, the evidence supporting the greater effectiveness of beginning a foreign language in the grades is impressive and there seems to be no indication that children will be affected adversely by it, either in personality or in

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[1] Union County found significant advantages in scores of some FLES students' achievement in reading, arithmetic, language, arts, spelling.—*Modern Foreign Language Teaching in Elementary Schools:* A Feasibility Study (Philadelphia, 1962).

[2] Einar Haugen, *Bilingualism in the Americas: A Bibliography and Research Guide* (P. No. 26, American Dialect Society, University of Alabama, 1956).

[3] A convincing summary and analysis, excerpted from Haugen's work (see preceding note), can be found in S. Saporta (ed.) *et al.*, Psycholinguistics: *A Book of Reading* (New York, 1961). A more thorough study of the problem can be made by reference to Haugen's excellent bibliography.

achievement in other subjects. The gain in time for the longer sequences neded to give mastery of a second language is obvious.

TEACHING TECHNIQUES

1. Listening, comprehension and speaking are the first objectives; reading and writing should follow later.
2. Quality, not quantity of material, should be stressed.
3. Teachers may use English in case of absolute necessity. Its principal use should be in paraphrasing new material before practicing it. Children should not use English at all.
4. No formal grammar. Use the language instead of talking about it.
5. If recordings are available with the course you have chosen, use them for your own improvement, as models for your class, and for further drill and review.
6. Keep the language, both your own modeling and pupils' responses, at normal speed and intonation. If you have to speak very deliberately for children to hear all sounds of an utterance, do not leave it until it has later been practiced at conversational speed.
7. The aim of attaining automatic response requires *much* repetition for learning and much regular review, in varied form, for retention.
8. Choral work (full class and smaller groups) is the best kind of practice until material is fairly well learned. Choral work does not preclude individual spot-checks and corrections. Finally, responses by individual pupils give additional reinforcement and provide a realistic use of the language.
9. The teacher should carefully and regularly correct pronunciation by modeling and having pupils imitate. At FLES age, children are good mimics; make use of this ability instead of describing how sounds are made.
10. *FLES by Television:* a form of team teaching.—Learning from TV FLES programs is likely to be insignificant if there is no classroom follow-up between TV lessons. The classroom teacher should use all materials which are available with the TV course: guides, recordings, tests.

These help him improve his own handling of the language, suggest ways of conducting effective follow-up, and give excellent models for imitation. The classroom teacher should improve his use of the language and his classroom techniques by attending summer courses, special language institutes and in-service training sessions.

IN SUMMARY

Whether you are in the planning stage of a FLES program or have one already operating, try yourself on the following checklists.

A Checklist for the FLES Teacher

1. Is the class conducted in the foreign language?
2. Do the children speak nearly as much as the teacher in the beginning classes, and more frequently than the teacher in the advanced ones?
3. When new material is being learned, is an adequate amount of choral repetition used before individual response?
4. Is there sufficient repetition to assure retention?
5. Are the lessons reviewed regularly until the children have achieved automatic response?
6. Are the techniques for repetition and review sufficiently varied to keep the children's interest?
7. Is each child's pronunciation carefully verified and promptly corrected?
8. Is there provision in the course of study for proper progression in learning?
9. Are the lessons based on experiences typical of the children's age?
10. Are the lessons and the language culturally authentic?
11. Are the foreign language lessons presented as a normal part of the school curriculum rather than as a game or a puzzle?
12. Is use made of opportunities during the school day to speak foreign language with the children in natural situations?

A Checklist for the Administrator (Planning a FLES Program)

1. Can the foreign language program be made continuous from its inception through high school, so that the children can gain mastery of the language?
2. Will the FLES program be an integral part of the school day and of the school curriculum?
3. Can the school system provide for adequate foreign language instruction? Will the work loads assigned to the FLES specialist teacher be realistic? Has proper provision for supervision been made?
4. Have plans been made for continuing the program as it is expanded to include (a) subsequent beginning classes and (b) advanced classes?
5. Has a decision been reached regarding which foreign language will be taught?
6. Has a detailed course of study been adopted?
7. Will teachers have at their disposal the necessary equipment and materials?
8. Does the program you have chosen make provision for systematic evaluation?
9. Has the entire teaching staff been informed of the reasons for adding the FLES program to the curriculum?
10. Has the community likewise been informed of the purposes of this program?
11. Are there community resources (equipment and teachers) which will contribute to the success of your program?
12. If you have a TV program, have you made provisions for the supervision, direction, and improvement of classroom teachers who will be conducting follow-up?
13. Have you considered enlisting the services of local and state foreign language experts to provide counsel and in-service training?
14. Have you looked into the availability of financial help, such as Title III, NDEA, State Department of Public Instruction?

MATERIALS LIST

The following list is intended to be helpful to the FLES teacher but there has been no attempt to make it comprehensive. Those reference materials marked with an asterisk are bibliographies which contain ex-

tensive listings and would be helpful additions to the library of any language teacher. Those marked with a double asterisk are available on short term loan from the State Foreign Language Supervisor, Indiana State Department of Public Instruction, 227 State House, Indianapolis, Indiana 46204.

GENERAL

**Brooks, Nelson, *Language and Language Learning*, Harcourt, Brace, and World, Inc., New York, 1960.....$3.50

Buchanan, Cynthia D., *A Programed Introduction to Linguistics: Phonetics and Phonemics*, D. C. Heath, Boston, 1963.....$4.00

California State Department of Education, *Reports of Regional Conferences on Improving Modern Foreign Languages in Elementary Schools*, California State Department of Education, Pasadena, 1962.

Erikson, Forest, and Mulhauser, *Foreign Languages in the Elementary School*, Prentic-Hall, Inc., 1964.

**_French in the Elementary Schools_, Grades *4, 5, and 6*, Board of Education of the City of New York, 1963. Publication Sales Office, 110 Livingston St., Brooklyn 1.....$1.00

**Keesee, Elizabeth, *Modern Foreign Languages in the Elementary School: Teaching Techniques*, U. S. Office of Education. Order from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., catalogue number OE-27007, Bulletin 1960, No. 29.....$ .45

**Keesee, Elizabeth, *Reference on Foreign Languages in the Elementary School*, U. S. Office of Education. Order from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., OE-27008B.....$ .40

**Modern Language Association of America, *FLES Packet*, Modern Language Association Research Center, 4 Washington Place, New York 3, New York.....$2.00

The packet includes the following reprints:

Brooks, Nelson, "The Meaning of FLES" in *Teacher Education Quarterly*, Vol. 41, Fall, Connecticut State Department of Education, Hartford, 1958.

Eaton, Margaret, "The FL Program Grades 3-12" in *Reports of Northeast Conference on the Teaching of Foreign Languages*, 1958.

Modern Language Association of America, *Childhood and Second Language Learning*, published by the MLA, FL Bulletin No. 49, August, 1956.

———————, *Foreign Languages in Elementary Schools: Some Questions and Answers*, published by the MLA, December, 1955.

———————, "FL Program Policy Statements" in *PMLA*, Vol. 46, Part 2, 1956.

Parker, William R., "Foreign Languages in the Grades: A Caution" in *The National Parent Teacher*, June, 1956.

Peloro, Filomena, "Elementary and Junior High School Curricula" in *Reports of Northeast Conference on the Teaching of Foreign Languages*, 1959.

Penfield, Wilder, "The Learning of Languages" in *Speech and Brain Mechanisms*, 1959.

**Modern Language Association of America, *MLA Selective List of
* *Materials*, Modern Language Association Research Center, 4 Washington Place, New York 3, New York.

** *Teacher's Guide* (See under Teaching Materials French, German, Spanish).

**O'Connor, Patricia, *Modern Foreign Languages in High School: Pre-reading Instruction*, U. S. Office of Education. Order from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., catalogue number OE-27000, Bulletin No. 9, 1960 ..... $ .25

Ornstein, Jacob, "We're Breaking Through the Language Barrier" in *Parent's Magazine*, Vol. XXXVIII, No. 12, December, 1963.

**Parker, William R., *The National Interest and Foreign Languages*, 3rd Edition, Department of State Publication 7324. Order from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 1962 ..... $1.00

**Politzer, Robert L., *Teaching French: An Introduction to Applied Linguistics*, Ginn and Company, Statler Building, Boston 17, Mass., 1960 ..... $1.75

———— and Charles Staubach, *Teaching Spanish: A Linguistic Orientation*, Ginn and Company, Statler Building, Boston 17, Mass., 1961 ..... $2.75

Reid, J. Richard, *An Exploratory Survey of Foreign Language Teaching by Television in the United States*, Modern Language Association Research Center, 4 Washington Place, New York 3, N. Y. ..... $ .50

Spanish in the Elementary Schools, Grades 4, 5, and 6, Board of Education of the City of New York, 1963. Publication Sales Office, 110 Livingston Street, Brooklyn 1, New York $1.00

Walsh, Donald D., *What's What—A List of Useful Terms for the Teacher of Modern Languages*, Modern Foreign Language Association Research Center, 4 Washington Place, New York 3, New York $1.00

RESEARCH MATERIALS

Dunkel and Pillet, *French in the Elementary School*, University of Chicago Press, Chicago, Illinois, 1962.

Andrade, Hayman, and Johnson, "Measuring of Listening Comprehension in Elementary School Spanish Instruction" in *The Elementary School Journal*, Vol. 64, No. 2, pp. 84-93. Deals with Denver-Stanford Project on Context of Instructional Television.

Evaluation of the Effect of Foreign Language Study in the Elementary School upon Achievement in the High School, Board of Education, Borough of Somerville, New Jersey. Project Director: Dr. Joseph H. Vollmer.

Johnson, Flores, Ellison, and Riestra, *The Development and Evaluation of Methods and Materials to Facilitate Foreign Language Instruction in Elementary Schools*, University of Illinois Foreign Language Instruction Project, 805 West Pennsylvania Avenue, Urbana, Illinois, 1963.

Pimsleur, Sundland and McIntyre, *Under-Achievement in Foreign Language Learning*, The Ohio State University Research Foundation, Columbus 12, Ohio, 1963.

TEACHING AIDS

For listings of supplemental materials such as films, filmstrips, flags flashcards, games, magazines, newspapers, maps, pamphlets, pictures, posters, regalia, and other display materials, records, slides, songs, music and dances, and tape recordings, refer to the *MLA Selective List of Materials* listed in this section under *Reference Materials*. Also valuable for this type of material is the previously listed, *References on FL in the Elementary Schools* by Keesee. Also useful and available in all schools should be four bulletins of the State of Indiana, Department of Public Instruction issued in 1963:

Bulletin No. 300, *French for Secondary Schools*
Bulletin No. 310, *Spanish for Secondary Schools*
Bulletin No. 320, *German for Secondary Schools*
Bulletin No. 330, *Russian for Secondary Schools*

Each of these contains a listing of sources of supplemental materials. The catalogue of the Audio Visual Center, Indiana University, Bloomington, lists foreign language films and indicates their level of difficulty. Listed also are numerous films which provide cultural information. Most of these are in English rather than in the foreign language.

TEACHING MATERIALS

It is impossible to include in a brief publication a listing of all of the materials available for FLES teaching. Those chosen are of relatively recent publication and have been used successfully, but they by no means constitute a total list of desirable materials.

FRENCH

Bonjour Line—Parts I and II,—for one or one and one-half years each at the elementary school level. Peter Guberina and Paul Rivenc, editors.

Developed by the Centre de Recherche et d'Etude pour la Diffusion du Français (CREDIF) at the Ecole Normale Supérieure de Saint-Cloud; content based upon *Le Français Fondamental, premier degré.*

Filmstrips and magnetic tapes.

For details write to:

Chilton Books, Foreign Language Department, East Washington Square, 525 Locust St., Philadelphia 6, Pennsylvania.

Harris, Julian, and Helene Monod-Cassidy, *Petites Conversations*, D. C. Heath and Company, Boston 16, Mass., 1956

.....Paper $1.40—Cloth $2.00

Grades 5 and 6. Accompanying 12" LP record.

HRS Junior Language Course for Children: French for Children. Two LP discs with booklet.....$4.95

Frederick D. Eddy *et al*, editors.

HRS Manual for Teachers and other Group Leaders by Filomena Peloro and Evangeline Galas, Ottenheimer Publishers, Baltimore, Maryland.....$2.00

(For use with HRS records)

Mauger, G., and G. Gougenheim, *Le Français Elémentaire*, 2 Vols. L'Encyclopédie Sonore, Librarie Hachette, 79 Blvd. St., Germain, Paris 6, France.

Three 10" LP discs for each book.

Available through Mary S. Rosenberg, 100 W. 72nd St., New York 23, N. Y. Books $1.00 each, disc, $5.95 each or three for $15.00

Midwest Program in Airborne Television Instruction (MPATI). Director of Course Development and Evaluation, MPATI, Inc., Purdue University, Lafayette, Indiana.

Bonjour, Les Enfants, first year French for upper elementary grades.

En Avant, second year French, upper elementary grades. Both courses consist of twenty minute lessons, broadcast four times per week the first year and twice per week the second, with materials for a 32 week series in each year. Both courses use a modern approach to language teaching, with emphasis on conversational speech. These telecasts are also available for leasing by individual schools on one-inch video tapes, adapted to playback on the Ampex, 1500 model, and the Dage, DV200 model, video tape recorders, as well as on regular two-inch broadcast type, video tape. Address inquiries regarding broadcasts, the availability of leased tapes, and supplementary teacher guides to director at the above address.

Modern Language Association of America, *MLA Teacher's Guide: Beginning French in Grade 3* (Revised); *French in Grade 4* (Revised); *French in Grade 5.*

Teachers Publishing Corporation, 23 Leroy Avenue, Darien, Connecticut. $2.50

One 12" LP record for each grade—1955, 1959.

(Drawings to accompany the Guide are available.)

Modern Language Project of the Massachusetts Council for Public Schools, Inc.

PARLONS FRANCAIS. A flexible system of French language instruction. 122 15-minute filmed student lessons (in color or black

& white; 16mm or 8mm) for use over a two or three year period, designed for beginning in the third or fourth grade with or without French language specialists. Integrated course with 15 15-minute teacher preparation films; teacher guides; practice and drill recordings for use by pupils, parents and teachers; pupil activity books; administrator's handbooks, consultant services for new users, and testing materials. Detailed information from Heath deRochemont Corporation, 285 Columbus Avenue, Boston, Massachusetts 02116.

Patterson, Frances H., *Mes premiéres Leçons de français*, D. C. Heath and Company, Boston Massachusetts, 1960.
Student's book, $1.80. Teacher's manual and key, $1.00. LP discs available. 5th and 6th grades.

Raymond, M., and Claude L. Bourcier, *Elementary French Series*:
Book 1, *Bonjour*, 88 cents; discs, $8.36; tape, $10.00.
Book 2, *Venez voir*, prices as above.
Book 3, *Je sais lire*, 96 cents; discs, $12.54; tapes, $20.00.
Book 4, *Je lis avec joie*, $1.00; discs, $16.72; tapes, $30.00.
Allyn and Bacon, Inc., Boston, Massachusetts, 1960.

The pupil's edition of the first two books in this series has illustrations only. The third and fourth books of the series introduce the pupil to reading but continue the oral approach.

SPANISH

Brady, Agnes M., *Mi libro de espanol*, Charles E. Merrill Books, Inc., Columbus Ohio, 1962. Book, 90 cents in lots of ten or more; $1.20 single copy. Set of two accompanying tapes, $10.75. Fifth grade. Teachers Edition available.

———— *Adelante*, Charles E. Merrill Books, Inc., Columbus, Ohio, 1962. Book, 90 cents in lots of ten or more; $1.20 single copy. Set of two accompanying tapes, $10.75. Sixth grade. Teachers Edition available.

HRS Junior Language Course for Children: Spanish for Children.
Two LP discs with booklet.....$4.95

Frederick D. Eddy *et al*, editors.

HRS Manual for Teachers and Other Group Leaders by Filomena Peloro and Evangeline Galas, Ottenheimer Publishers, Baltimore, Maryland.....$2.00

(For use with HRS Records)

Langford, Walter M., Charles E. Parnell, and M. Raymond, *Elementary Spanish Series*:
Book 1, *Buenos Dias*, 88 cents; teacher's edition, 88 cents.
Book 2, *Venga a ver*, prices as above.
Book 3, *Yo sé leer*, 96 cents; teacher's edition, 96 cents.
Book 4, *Me gusta leer*, $1.00; teacher's edition, $1.00.

Allyn and Bacon, Inc., Boston, Massachusetts, 1961. Tapes and discs in preparation. See *Elementary French* Series by Raymond and Bourcier for approximate cost of these materials.

All items illustrated. Contents parallel children's interests and surroundings.

Midwest Program on Airborne Television Instruction (MPATI)

Director of Course Development and Evaluation, MPATI, Inc., Purdue University, Lafayette, Indiana.

¡Qué Tal, Amigos!, first year Spanish for upper elementary grades. *Hablemos Español*, second year Spanish for upper elementary grades.

Paso a Paso, third year Spanish for upper elementary grades.

¡Adelante, Amigos!, first year Spanish for the junior high school.

All of the above courses are planned for a 32 week broadcast period during the school year, with lessons twenty minutes in length broadcast four times a week in the first series and twice weekly in the others. The approach to language learning is a modern one, with emphasis on conversational speaking. In addition to the direct MPATI broadcast, these telecasts are available for leasing by individual schools on one-inch video tape for use with the Ampex, model 1500, and Dage, model DV200, video tape recorders, as well as on the regular two-inch, broadcast type video tape. For information regarding broadcasts, the leasing of tapes, and supplementary teacher guide materials, write to the Director of Course Development and Evaluation at the address above.

Modern Language Association of America, *MLA Teacher's Guides: Beginning Spanish in Grade 3; Continuing Spanish in Grade 4; Continuing Spanish in Grade 5*; *Continuing Spanish in Grade 6.*

Teachers Publishing Corporation, 23 Leroy Avenue, Darien, Connecticut, 1958-60. Manuals, each $2.50; LP record to accompany each grade, $5.00; Student's Guide for Continuing Spanish in Grade 6 (reading units), $.75.

New Mexico Department of Education, Bulletin No. 25: *Spanish for Boys and Girls.*

Superintendent of Public Instruction, Santa Fe, New Mexico, 1961. ..... $2.50

Suggested objectives, procedures, and materials for levels 1-4.

Pasadena Public Schools

UNA AVENTURA ESPAÑOLA. A flexible system of Spanish language instruction. 180 15-minute television-film lessons (16mm black & white) for use over a two, three or four year period, designed for beginning in the third, fourth or fifth grades. An integrated course with teacher guides; student practice and drill recordings for use by pupils, parents and teachers; pupil activity books and testing materials. Produced by the Pasadena City Schools and tested and revised accordingly, after being used in 87 school districts in Southern California over a four year period. Detailed information from Heath deRochemont Corporation, 285 Columbus Avenue, Boston, Massachusetts 02116.

Ulibarrí, Sabine R., Director, *Fun Learning Elementary Spanish*, University of New Mexico, Albuquerque, New Mexico, 1961.....$3.60.
This is a detailed guide intended for grade 1.

GERMAN

HRS Junior Language Course for Children: German for Children. Two LP discs with booklet, Frederick D. Eddy *et al*, editors.....$4.95
HRS Manual for Teachers and Other Group Leaders by Filomena Peloro and Evangeline Galas, Ottenheimer Publishers, Baltimore, Maryland.....$2.00

(For use with HRS Records)

Lupri, Eugen and Anneliese, and Lester W. J. Seifert, *Wir lernen Deutsch.*

Three books, *Anfangschritte für Kinder, Lehrmethode,* and *Bilderbuch,* are priced respectively 50 cents, $1.30, and 75 cents.

University of Wisconsin, Madison, 1960.

Modern Language Association of America, MLA Teacher's Guides: *Beginning German in Grade 3; Continuing German in Grade 4.* Teachers Publishing Corporation, 23 Leroy Avenue, Darien, Connecticut.....$2.50

One 12" LP record each for grades 3 and 4, per record.....$5.00

Schroter, Rudolf, *Deutsche Auslandschulfibel. Begleitschrift.* Diesterweg, Frankfort Germany.

Distributed by Adler's Foreign Books, 110 W. 47th Street, New York 36, New York.

For materials and information concerning other languages, write to the State Foreign Language Supervisor, Indiana State Department of Public Instruction, 227 State House, Indianapolis, Indiana 46204.
Teacher's guide available.